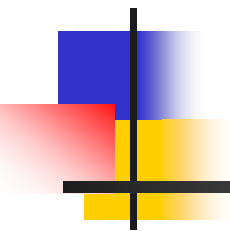


A Curriculum Framework for Children's Services in Victoria: So Many Questions!



“Together we grow-creating collaborative landscapes”
ECE Conference
2007
Anne Kennedy and Anne Stonehouse



Overview of the Session

- Stakeholders
- Defining the terms
- The 'framework' metaphor
- Workshops: key questions
- Benefits and risks
- Other questions or choice points
- Conclusion



Who are the stakeholders?

- EC professionals
- Children
- Families
- Government
- Sponsors and management
- Training institutes and providers
- Unions

Are there other stakeholders to add to this list?



How is *curriculum* defined?

- How would you define the term *curriculum*?
- The dictionary says that *curriculum* comes from the Latin word 'currere', meaning 'run' or to 'run' the course [of study]



How is curriculum defined?

Everything professionals do to support children's well-being and learning, the intentional provisions and the offerings they make in order to create possibilities and opportunities for children's engagement.

(NSW Curriculum Framework, p.157)



How is curriculum defined?

If the curriculum is conceived as a path or journey, it will be a path or journey that has, in our opinion, to sustain these competences as fundamental values for knowledge and for life. It should favor competences for learning, the learning to learn through self reflection, through the 'hundred languages'.

(Rinaldi, 2006, p. 205)



How is curriculum defined?

the sum total of the experiences, activities, and events whether direct or indirect, which occur within an environment designed to foster children's learning and development.

(NZ Ministry of Education, 1996, p.10)



Metaphors for Curriculum

- Grundy (1998) uses the metaphors of 'a ball' and 'a game' for thinking about curriculum
- Rinaldi (2006) uses 'a path' or 'journey'
- NZ EC curriculum uses 'a woven mat'
- C&K curriculum Q'ld uses the 'waterfall'

What do these metaphors suggest to you?
What metaphor would you use?



The Framework Metaphor

- A curriculum framework is not a recipe book, a set of activities or any set of prescription of how to work with children. It can open up possibilities, not impose restrictions.
- A framework is a guide, a map where skilled and sensitive adults fill in the detail and colour to fit the children and families with whom they are working.
- A framework provides a structure, a rationale and a foundation on which to base practice.



Who is the curriculum framework for?

- What categories of children's services should the CF apply to? Why?
- What age range of children should the CF apply to? Why?



Value Foundations

- Values underpin all curriculum documents whether or not these are explicitly acknowledged.
- Values are deeply held principles that commit people to actions.

What core values should underpin a
Victorian CF ?



Benefits and Risk Questions

- What do you consider to be the benefits or advantages of having a CF in Victoria?
- What do you consider to be the risks or disadvantages of having a CF in Victoria?



Additional Questions or Choice Points to Consider

- **Compliance issues-mandatory or voluntary?**
- **Capacity to support particular groups of children (CALD, refugee, Indigenous, Special needs)**
- **Assessment, evaluation and accountability issues (professionals and children?)**
- **Content questions (discipline areas, themes, strands, local-global, integrated or separate domains)**
- **Fit with other requirements such as QIAS or regulations**
- **Fit with particular ECE philosophies (Montessori, Steiner, Reggio Emilia)**
- **Who is it written for? All adults in services or only qualified people?**
- **Terminology to be used-professionals, practitioners, educators, teachers?**
- **Future or present orientation**



Curriculum Development

What guidelines or processes do you think should underpin the development, writing and implementation of a curriculum framework in Victoria?

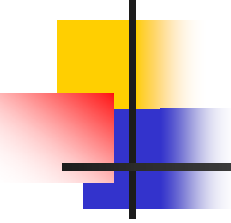
For example:

- Widespread consultation with the sector
- Commitment to support use
- Piloting, evaluation and revision



Examples of ECE Curricula

- Developmentally Appropriate Practice (NAEYC, USA)
- Emergent Curriculum (Jones & Nimmo, USA)
- Project Approach (Katz & Chard, USA)
- Anti-bias Curriculum (Derman-Sparks, USA)
- High Scope Model (Schweinhart, USA)
- The Creative Curriculum (Trister Dodge, USA)
- Te Whariki (NZ MoE)
- Curriculum Guidelines for the Foundation Stage (DfEE/QCA, UK)
- The Practice of Relationships (DoCS, NSW)
- Essential Learnings (DoE, TAS)
- Preschool Curriculum Guidelines-Building Waterfalls (C&K Q'ld)
- Curriculum Standards and Accountability Framework (DoE, SA)



Conclusion—more questions than answers!

From your participation in this session, can you identify a curriculum issue that you are more aware of, or can see in a different way, or have gained new insights into?